

| NSW Department of Education

Bigga Public School

Behaviour Support and Management Plan

Overview

Bigga Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Our key program prioritised and valued by the school community is Positive Behaviour for Learning.

Promoting and reinforcing positive student behaviour and school-wide expectations

Bigga Public School has the following school-wide Agreement.

Bigga Public School Agreement

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At Bigga we:

Respect other students, their teachers and school staff and community members

Follow school and class rules and follow the directions of their teachers.

Strive for the highest standards in learning.

Respect all members of the school community and show courtesy to all students, teachers and community members.

Resolve conflict respectfully, calmly and fairly.

Comply with the school uniform policy or dress code.

Attend school every day (unless legally excused)

Respect all property.

We agree to care by:

- Treating one another with dignity and respect
- Speaking and behave with your best manners towards all.
- Cooperating with others
- Developing positive and respectful relationships
- Valuing the interests, abilities and culture of your friends and others
- Dressing appropriately in your school uniform
- Taking care with your own and others property

We agree to learn by:

- Following school and class codes of behaviour and conduct and model to others
- Resolving conflict with your friends and others with empathy, think about the feelings of others.
- Taking responsibility for your own behaviour and actions
- Caring for yourself and others
- Avoiding dangerous behaviour and encourage others to avoid dangerous behaviour.

We agree to achieve by:

- Attending school every day
- Arriving at school and class on time
- Being prepared for every lesson
- Being actively engaged in class discussions and activities
- Always strive to achieve the highest standards of learning.

Behaviour Code for Students

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

As part of the NSW Department of Education, our school expectations for student behaviour are underpinned by the Behaviour Code for Students. This Behaviour Code is attached in the Appendix

Behaviour Support Planning

Supporting student behaviour is critical for promoting, engaging and lifting student performance and wellbeing. Our school aims to provide inclusive learning environments that are collaborative, supportive and cohesive. For students whom display 'behaviours of concern' an Individual Behaviour Support Plan will be created in consultation with all stakeholders.

Whole School Approach

Care Continuum	Details
Prevention	<ul style="list-style-type: none"> ○ Beginning of Year Whole School Expectations explicitly taught ○ K-6 Weekly Focus Lessons (based on Life Skills Go) ○ Strong teacher/student relationships ○ Termly Communication with Parents (newsletter) around BPS Wellbeing processes ○ BPS Student Profiling Snapshot ○ <i>Communication folder for casuals informing them of additional learning and behaviour adjustments.</i> ○ Class Dojo points -Fast and Frequent
Early Intervention	<ul style="list-style-type: none"> ○ Bigga Public School Behaviour Management Flowchart (Minor and Major behaviours) ○ Social Story creation/s ○ Visual cue / story board creation/s ○ Zones of Regulation ○ Proactive approach to home/school relationship ○ Ongoing Brain-Breaks (when required) ○ K-6 Mindfulness Focus- <i>Bigga completes a Mindfulness exercise upon students' returning to learning after Lunch break</i>
Targeted	<ul style="list-style-type: none"> ○ Check In / Check Out - <i>If required, targeted processes for transitions exist</i> ○ Classroom / Playground Monitoring- <i>If required, our school has a template for Classroom Monitoring and Playground Monitoring that are communicated to parents</i>
Individual	<ul style="list-style-type: none"> ○ Individual Behaviour Support Plan ○ Structured Playground Plans ○ Outside agency assessments (observations and recommendations) ○ Support from NSW DoE Delivery Support Team members (Out of Home Care Liaison, Behaviour Specialists and School Counsellor)

Reflection and Restorative Practices

Action	Details
In-Class Behaviour Tracker (minor and major)	<ul style="list-style-type: none"> ● Inappropriate student behaviours are monitored via the classroom teacher using the Bigga Public School Behaviour Flowchart for minor and major behaviours.
Teacher-Directed In-Class Reflection	<ul style="list-style-type: none"> ● See BPS Behaviour Flowchart <p>*If required, students may be directed to In-Class Reflection</p>
Major behaviour Flowchart	<ul style="list-style-type: none"> ● See BPS Behaviour Management Flowchart <p>*If required, students may be directed from a 'minor behaviour' to a 'major behaviour'. A teacher will notify executive members of staff, and the teacher will complete a notification within school bytes of the witnessed behaviour. Parents will be notified by cob. A member of staff will reinforce the correct behaviour and rule and an individual behaviour plan will be created for a duration of two weeks. If severe or continuous major behaviours occur, a parent meeting will be arranged for re-entry into the learning space.</p>

Partnership with Parents/Carers

Bigga Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies.

Bigga Public School will communicate these expectations to parents/carers by providing ongoing communication to parents around our Wellbeing processes (termly) via the school newsletter and a start of year workshop is provided to outline for our community our Wellbeing processes at Bigga Public School.

In Term 1 each school year, the Principal will present the Behaviour Support and Management Plan with the schools Parents & Citizens Association.

Our Behaviour Support and Management Plan is located on our school website at [Home - Bigga Public School \(nsw.gov.au\)](https://www.bigga.nsw.gov.au)

School Anti-bullying Plan

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-Bullying Plan which details the strategies implemented to reduce student bullying behaviours.

Our school has an Anti-Bullying Plan which can be found on our school website by visiting [Home - Bigga Public School \(nsw.gov.au\)](https://www.bigga.nsw.gov.au)

Suspension

At Bigga Public School we use preventative, whole-school strategies and practices to support positive behaviour. Suspension is the removal of a student from a school for a period of time. The purpose of the suspension is to allow the school to implement appropriate supports in the absence of the student to mitigate the unacceptable risk to health, safety, learning and wellbeing posed by the student's complex and challenging behaviour. The allocated time imposed for suspension lies with the Principal (or delegate).

Our school will provide a student and their parent or carer with a **Formal Caution to Suspend** for a particular behaviour of concern before proceeding with a suspension (if appropriate). A formal caution is valid for up to 50 school days from the date the caution is issued.

Our school uses suspension as a behaviour management response. When determining if suspension is appropriate our school will determine whether a student's behaviour of concern:

- causes **actual harm** to any person; or
- poses an **unacceptable risk** to health and safety, learning and/or the wellbeing of any person

Attendance

Supporting positive school attendance is a shared responsibility: everyone has a role. Education in NSW is compulsory for all children between the ages of 6 years and below the minimum school leaving age. The Education Act 1990 requires that parents ensure that their children of compulsory school age are enrolled at and regularly attend school.

At Bigga Public School student attendance is monitored daily via the classroom teacher. Our school has a defined process for attendance reporting and monitoring of attendance concerns.

Parents/carers are reminded of their obligations around student attendance and their responsibilities around explanation procedures through the school newsletter and other communicative channels

Appendix

1. Bigga Public School Matrix
2. NSWDoE Behaviour Code for Students
3. BPS Individual Behaviour Support Plan Template
4. BPS Behaviour Management Flowchart
5. 5a: Classroom Monitoring Plan
5b: Playground Monitoring Plan
6. BPS In-Class Behaviour Tracker
7. 8a: Teacher-Directed In-Class Timeout Reflection K-2
8b: Teacher-Directed In-Class Timeout Reflection 3-6
8. BPS Timeout Slip
9. Timeout Reflection Template
10. Timeout Notification to Parents Template
11. BPS Antibullying Plan
12. BPS Formal Caution to Suspend Template
13. BPS Notice to Suspend Template
14. NSWDoE Suspension Parent Factsheet
15. NSW Behaviour Parent Factsheet
16. Suspension Appeal Template
BPS Return to School Planning Meeting Template
17. BPS Attendance Monitoring Flowchart

At Bigga, we:	CARE	LEARN	ACHIEVE
ALL SETTINGS	<ul style="list-style-type: none"> We keep our hands and feet to ourselves We walk on hard surfaces We stay to the left We put rubbish in the bin 	<ul style="list-style-type: none"> We follow adult instructions We speak respectfully We use our manners We respect ourselves and each other We use an appropriate voice We share and cooperate 	<ul style="list-style-type: none"> We use equipment as intended We are in the right place at the right time We look after ours and others belongings We ask for help when needed
CLASSROOM	<ul style="list-style-type: none"> We walk around the room We tuck our chairs under our desks 	<ul style="list-style-type: none"> We listen to the speaker We speak at the correct time 	<ul style="list-style-type: none"> We follow instructions the first time We try our best
PLAYGROUND	<ul style="list-style-type: none"> We stay in bounds where the teacher can see us We use equipment as intended We wear a hat or beanie 	<ul style="list-style-type: none"> We include others We play fairly We respect others' games 	<ul style="list-style-type: none"> We ask permission to leave the playground We problem solve We agree on rules before we play We return all equipment to the correct place We sit if we are still eating
BUILDING AREAS	<ul style="list-style-type: none"> We walk We keep to the left 	<ul style="list-style-type: none"> We speak with quiet voices We stop talking when there is a speaker 	<ul style="list-style-type: none"> We go to the bathroom and get a drink before lining up We hold our sports equipment with two hands
FIXED EQUIPMENT	<ul style="list-style-type: none"> We play safely on the equipment We only play on equipment we can reach We walk 	<ul style="list-style-type: none"> We are patient and take turns We are mindful of others 	<ul style="list-style-type: none"> We wait for the teacher before going on the equipment
TOILETS	<ul style="list-style-type: none"> We report any problems We use taps and toilets correctly We leave toilets clean We put hand towels in the bin 	<ul style="list-style-type: none"> We respect others privacy We wait our turn 	<ul style="list-style-type: none"> We wash our hands We leave when finished We use toilets during breaks
HALL	<ul style="list-style-type: none"> We stay where the teacher can see us 	<ul style="list-style-type: none"> We leave equipment in its correct place We only use equipment the teacher has organised for us 	<ul style="list-style-type: none"> We wait for the teacher before entering We wait for the teacher before leaving
OFFICE	<ul style="list-style-type: none"> We ask permission to go to the office 	<ul style="list-style-type: none"> We say please and thank you We knock politely 	<ul style="list-style-type: none"> We wait patiently and quietly
BUS AREA	<ul style="list-style-type: none"> We walk on the path We wait inside the gate until the bus stops 	<ul style="list-style-type: none"> We put rubbish in the bin 	<ul style="list-style-type: none"> We ask for permission to leave We keep toys and equipment in bags
LIBRARY	<ul style="list-style-type: none"> We walk around the room 	<ul style="list-style-type: none"> We clean up after ourselves We listen to others 	<ul style="list-style-type: none"> We put books away in the correct place
WET WEATHER	<ul style="list-style-type: none"> We walk around the area 	<ul style="list-style-type: none"> We use an appropriate voice 	<ul style="list-style-type: none"> We stay in our correct area We ask permission to leave We sit if we are still eating
TRANSITIONS	<ul style="list-style-type: none"> We keep to the left We stay on the paths 	<ul style="list-style-type: none"> We move quietly with voices and feet We respect others artwork 	<ul style="list-style-type: none"> We are in the right place at the right time

Behaviour Code for Students

NSW Public Schools

NSW public schools are committed to providing safe and inclusive learning environments for everyone. We teach and model prosocial behaviours for our students to develop and maintain a school environment where all feel safe, valued and able to learn. Students are expected to abide by this behaviour code.

All students have the right to be treated fairly and with dignity in a school environment free of bullying, harassment, intimidation, victimisation, discrimination and continued disruption. All students have a right to an education, where they can access and fully participate in learning.

In NSW public schools, students are expected to:

- respect all students, staff, community members, property and the school environment
- follow school and class expectations
- apply themselves fully to their learning
- follow and comply with school guidelines and department policies and procedures
- attend school every day.

Behaviour Code for Students: Actions

The NSW Department of Education and local schools implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and positive behaviour.

education.nsw.gov.au

Respect

- Treat each other with dignity
- Cooperate with others
- Build and maintain positive relationships that value and protect the interests, ability and diversity of others
- Responsible use of and protection of property, the school and its environment

Safety

- Follow departmental, school and class rules
- Take personal responsibility for own words, behaviour and actions
- Negotiate and resolve conflict with respect to others' perspectives, emotional states and needs
- Make responsible decisions that consider the risk, safety and benefit to self and others
- Model safe and inclusive behaviour to other students
- Not be violent, bring weapons or prohibited drugs

Engagement

- Attend school and class on time
- Be prepared for learning
- Actively participate in learning
- Work cooperatively with others

The principal and staff use their professional judgement to maintain appropriate behaviour and provide safe, supportive and responsive learning environments.

The department provides policies, procedures and resources to guide and support principals and school staff in making decisions around supporting and managing student behaviour to align with this code.

BPS Individual Behaviour Support Plan

Student, parent/carer and plan details

Staff members developing the plan should collaborate with the parent/carer and student.

Student Details	
Student Name	
Age	
School	
Year / Class	

Primary Contact Parent/ Carer/s		
Name		
Relationship to child		
Contact number and email		

Plan		Student signature	Parent/carer signature	Principal / delegate signature
Plan start	Click or tap to enter a date.			
First review	Click or tap to enter a date.			
Second review	or tap to enter a date.			

IDENTIFY – What does the school need to know about the student?
What are the student's strengths? (e.g., social, good communicator, resilience, technology etc)
What are the student's interests? (e.g., preferred subjects, cooking, Lego, writing, gaming, technology, sport etc)
Student circumstances and background:
What support network does the student have? (e.g., in the community, family, friendships, school, sporting, online or other networks)
Additional information from the student and parent/carer: Is there anything the school needs to consider to assist meeting your child's needs?

Goal 1 *add more goals if required*

Identify and assess - gather evidence/data to understand the meaning of the behaviour

Form - Define the target behaviour/s of concern: Describe the <i>target</i> behaviour/s in specific measurable and observable terms for this goal)	Context of the behaviour: Describe where, when, who is present, what happens before and after, known triggers and setting events	Function of the behaviour: Describe the underlying goal/purpose of the behaviour and what it is trying to communicate

Plan and implement

SMART Goal: Describe the positive replacement behaviour. The goal must be specific, measurable, agreed, realistic and time bound.		
Strategies: Describe specific details about what the evidence-informed strategy looks like, sounds like.	Who	When and where

Monitor – regularly review the plan’s implementation

Date	Data	Notes

Evaluate – collaborate with student, parent/carer to analyse data from monitoring (student voice may be captured using appendix)

Date	Data collected	Progress and next steps Has the student achieved the goal? Do you need to change the plan and/or goal?	Student, parent/carer comments
First review:			
Second review:			

Communication log and review date

Date	People involved	Type (phone, meeting, email etc)	Comments / summary / action
Click or tap to enter a date.			
Click or tap to enter a date.			
Click or tap to enter a date.			

* Add rows below for successive communication as needed

Behaviour continuum

Explain behaviour(s), trigger(s) and strategies at each stage of the behaviour continuum:



Calm	Agitated	Acceleration	Crisis	De-escalation	Recovery
Behaviour	Behaviour	Behaviour	Behaviour	Behaviour	Behaviour
Trigger	Trigger	Trigger	Trigger	Trigger	Trigger
Strategies	Strategies	Strategies	Strategies	Strategies	Strategies
Exit plan:					







* For help with detailed responses to strategies during the escalation cycle, refer to the [Behaviour Response Plan](#) in the Behaviour Support Toolkit.

BPS Individual Behaviour Support Plan

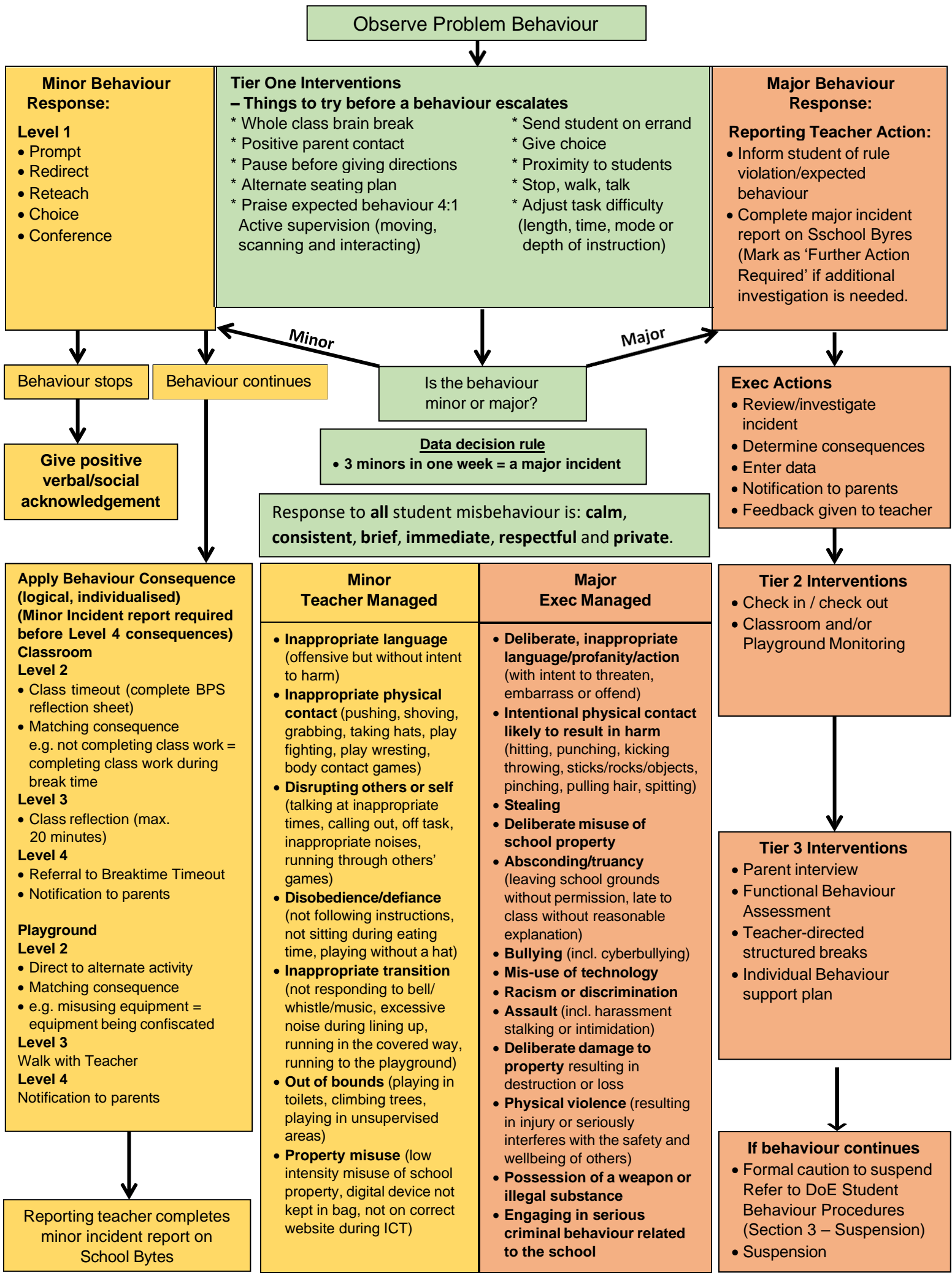
Appendix - Student's view and reflection

Your student reflection should be tailored to your abilities and needs.

Date: Click or tap to enter a date. On a scale of 1 to 5:

How do you feel about school?							Student's comments
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		
Do you feel supported at school to achieve your goals and learn?							Student's comments
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		
Do you think you are achieving your goals?							Student's comments
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		
Since the last meeting, do you feel that you have achieved any of your goals? Student to provide details on their thoughts, including what they have learnt.							
What else do you think you could do to achieve your goals?							
Is there anything else the school could do to help you achieve your goals?							
Are these goals still relevant, or do you think they need to change?							
What do <u>you</u> think your next goals should be?							

BIGGA PUBLIC SCHOOL BEHAVIOUR MANAGEMENT FLOWCHART





Bigga Public School Classroom Monitoring Sheet

<i>Name:</i>	<i>Class:</i>	<i>Week:</i>	<i>Term:</i>
<i>Behaviour Goal:</i> Insert Goal(s) no more than 2.			

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session	Morning Session	Morning Session	Morning Session	Morning Session
1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Middle Session	Middle Session	Middle Session	Middle Session	Middle Session
1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Afternoon Session	Afternoon Session	Afternoon Session	Afternoon Session	Afternoon Session
1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
<i>Comment (Optional)</i>	<i>Comment (Optional)</i>	<i>Comment (Optional)</i>	<i>Comment (Optional)</i>	<i>Comment (Optional)</i>

- 1 = Needs improvement
- 2 = OK
- 3 = Great

The Purpose of this plan is to ensure appropriate behaviour in the school setting. The continuation or termination of this plan will be revised each Friday between the class teacher, Assistant Principal and when appropriate, the principal. If this plan is needed for a duration longer than 15 school days other consequences will be implemented (such as missing school events i.e. sports carnivals/excursions). A copy of this plan will be sent home on Friday.



Bigga Public School Playground Monitoring Sheet

Name:	Class:	Week:	Term:
Behaviour Goal: Insert Goal(s) no more than 2.			

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Play	Morning Play	Morning Play	Morning Play	Morning Play
1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Location	Location	Location	Location	Location
Lunch	Lunch	Lunch	Lunch	Lunch
1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Location	Location	Location	Location	Location
Recess	Recess	Recess	Recess	Recess
1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Location	Location	Location	Location	Location
Comment (Optional)	Comment (Optional)	Comment (Optional)	Comment (Optional)	Comment (Optional)

- 1 = Needs improvement
- 2 = OK
- 3 = Great

The Purpose of this plan is to ensure appropriate behaviour in the school setting. The continuation or termination of this plan will be revised each Friday between the class teacher, Assistant Principal and when appropriate, the principal. If this plan is needed for a duration longer than 15 school days other consequences will be implemented (such as missing school events i.e. sports carnivals/excursions). A copy of this plan will be sent home on Friday

Bigga Public School Classroom Behaviour

*Highlight warnings when given

Student	Warning	Student	Warning
	1 2 3 4+		1 2 3 4+
	1 2 3 4+		1 2 3 4+
	1 2 3 4+		1 2 3 4+
	1 2 3 4+		1 2 3 4+
	1 2 3 4+		1 2 3 4+
	1 2 3 4+		1 2 3 4+
	1 2 3 4+		1 2 3 4+
	1 2 3 4+		1 2 3 4+
	1 2 3 4+		1 2 3 4+

Consequences for classroom behaviour: At discretion of teacher.

- 1- First warning given** = Verbal reminder with expectations reinforced.
- 2 - Second warning given** = Restate the expected behaviour explicitly (use Matrix if required)
- 3 - Third warning given** = 20min reflection with slip.
- Continuation or escalation of behaviour.***
- 4 - Fourth warning given** = Timeout given at next break - Record in School Bytes and inform parents.
- 5 - Fifth warning** = Sent to Principal and meeting with Parents book by COB.

In-class Timeout Reflection

What happened?

How did you feel?



What can you do next time?

How do you feel now?



I am ready to join the class again?



In-class Timeout Reflection

What happened?

How did you feel?



What can you do next time?

How do you feel now?



I am ready to join the class again?





In-class Timeout Reflection

Student's Name: _____ Date: _____

Your behaviour has broken the classroom expectations we have at our school about how we behave.

Why am I in timeout today?

What was the WPS PBL value/expectation I did not follow?

My behaviour/actions made others feel? Why?

So that this does not happen again, I will...?



In-class Timeout Reflection

Student's Name: _____ Date: _____

Your behaviour has broken the classroom expectations we have at our school about how we behave.

Why am I in timeout today?

What was the WPS PBL value/expectation I did not follow?

My behaviour/actions made others feel? Why?

So that this does not happen again, I will...?

Timeout from Classroom

Name _____ Class _____ Date _____

Time _____ am/pm **Reflection time = 20 minutes** Return to class time _____ am/pm

Work provided: Y / N

Strategies used:

<input type="checkbox"/> Prompt	<input type="checkbox"/> Redirect
<input type="checkbox"/> Re-teach	<input type="checkbox"/> Choice
<input type="checkbox"/> Conference	<input type="checkbox"/> Logical consequence
<input type="checkbox"/> Class time-out	

Reason for timeout:

<input type="checkbox"/> Exceeded 3 warnings	<input type="checkbox"/> Property misuse
<input type="checkbox"/> Disobedience/defiance	<input type="checkbox"/> Inappropriate language
<input type="checkbox"/> Disrupting others or self	<input type="checkbox"/> Inappropriate physical contact

Other: _____

Timeout from Classroom

Name _____ Class _____ Date _____

Time _____ am/pm **Reflection time = 20 minutes** Return to class time _____ am/pm

Work provided: Y / N

Strategies used:

<input type="checkbox"/> Prompt	<input type="checkbox"/> Redirect
<input type="checkbox"/> Re-teach	<input type="checkbox"/> Choice
<input type="checkbox"/> Conference	<input type="checkbox"/> Logical consequence
<input type="checkbox"/> Class time-out	

Reason for timeout:

<input type="checkbox"/> Exceeded 3 warnings	<input type="checkbox"/> Property misuse
<input type="checkbox"/> Disobedience/defiance	<input type="checkbox"/> Inappropriate language
<input type="checkbox"/> Disrupting others or self	<input type="checkbox"/> Inappropriate physical contact

Other: _____

Timeout from Classroom

Name _____ Class _____ Date _____

Time _____ am/pm **Reflection time = 20 minutes** Return to class time _____ am/pm

Work provided: Y / N

Strategies used:

<input type="checkbox"/> Prompt	<input type="checkbox"/> Redirect
<input type="checkbox"/> Re-teach	<input type="checkbox"/> Choice
<input type="checkbox"/> Conference	<input type="checkbox"/> Logical consequence
<input type="checkbox"/> Class time-out	

Reason for timeout:

<input type="checkbox"/> Exceeded 3 warnings	<input type="checkbox"/> Property misuse
<input type="checkbox"/> Disobedience/defiance	<input type="checkbox"/> Inappropriate language
<input type="checkbox"/> Disrupting others or self	<input type="checkbox"/> Inappropriate physical contact

Other: _____



Playground Timeout Reflection

Student's Name: _____ Date: _____

Your behaviour has broken the expectations we have at our school about how we behave.

Why am I off the playground today?

What was the BPS value/expectation I did not follow?

My behaviour/actions made others feel? Why?

So that this does not happen again, I will...?

If I continue to _____

then the following consequences/strategies may be implemented: _____

Agreed by:

(Student Name) _____ (Exec Name) _____



Unacceptable Behaviour Resulting in Timeout Referral

Date *****

Dear Parent/Carer,

In order to succeed at school it is imperative that students achieve a sound academic standard. However, schooling is also a socialising experience, and it is the duty of the staff at our school to maintain appropriate forms of behaviour from students at all times.

It has been brought to my attention that ***** of class ***** has exhibited unacceptable behaviour and has had to spend time with me (*off the playground with an Executive member of staff or Principal discussing and reflecting on his/her inappropriate behaviour at school*).

Details of incident/s:

I ask that you please discuss this matter with your child and ask that he/she returns the below slip (signed) to school tomorrow. If you have any questions regarding this matter, please contact the school on 0248352236 to arrange a mutually agreeable time for discussion.

Yours Faithfully,

.....

Unacceptable Behaviour Resulting in Timeout Return Slip

I/we have read this letter and considered the timeout Reflection Sheet with about his/her unacceptable behaviour at school.

Comment (if required)

.....
.....

.....

.....

Signed

Date

ANTI-BULLYING PLAN 2025

Bigga Public School

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Bigga Public School's commitment

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

School culture and inclusion

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

Student assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Dates	Communication topics
Term 1	Behaviour code for students
Term 2	Behaviour Expectations and Whole School Wellbeing Matrix
Term 3	Online/Offline Expectations
Term 4	Advocacy at School

Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

Dates	Communication topics and Professional learning
Term 1	Staff PL on BPS Wellbeing Procedures & Staff induction
Term 2	Introduction to Positive Behaviour for Learning (PBL)
Term 3	Responding to claims of bullying & ARCO presentation
Term 4	CESE Publications: Anti-bullying Interventions in Schools - What Works?

New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

- Information is provided to all new staff upon entry on duty. This is included in the Teacher Induction pack (teacher-BPS Casual & Induction Folders)
- An executive staff member speaks to new and casual staff when they enter on duty at the school as part of the induction process.
- The principal speaks to new staff when they enter on duty at the school, as part of the induction process.

Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

Website

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school's website. Check the boxes that apply.



School Anti-bullying Plan



NSW Anti-bullying website



Behaviour Code for Students

Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

Dates	Communication methods and topic
Term 1	P&C meeting: presentation of BPS Behaviour Support & Management Plan School Newsletter Behaviour Support & Management Plan inclusions
Term 2	School Newsletter, School Website and School Facebook - What is bullying?
Term 3	School Newsletter, School Website and School Facebook - Procedures for Reporting Bullying
Term 4	School Newsletter, School Website and School Facebook - Bystander behaviour

Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following.

- Behaviour expectations taught explicitly
- Child Protection lessons
- Promoting positive student-teacher relationships
- Cyber Safety Lessons
- Life Skills Go Lessons and Daily Check ins
- Mindfulness (resilience)

Completed by: Harriette Churchill

Position: Relieving Principal

Signature: 

Date: 3/02/2025

Principal name: Harriette Churchill

Signature: 

Date: 3/02/2025

(Parent / Carer name)

(Address / email address)

(Caseworker name) [if student is in out of home care please forward a copy to caseworker]

(Address / email address)

Dear (Parent / Carer name)

This letter is to advise that I have issued (student full name) a formal caution to suspend on the ground/s that their behaviour (causes actual harm to any person AND/OR poses an unacceptable risk to health and safety, learning and/or wellbeing of any person). As discussed, (student name) has had difficulty managing their behaviour at school. This has involved the following behaviour/s of concern:

- [Insert factual details of behaviour/s of concern here].

The behaviour/s of concern and the formal caution to suspend have been discussed with (student name). This formal caution to suspend will remain in place for up to 50 school days to (date). We would like to support (student name) to engage in more positive behaviour and we will continue to work together with you and (student name) to help (him/her/them) to succeed at school.

[Insert any other behavioural expectations for the student here]

I would like to invite you to a meeting at the school. This meeting will give you the chance to respond to this formal caution to suspend and to work with the school to (review/develop) an individual student support plan to better support (student name). Your engagement with the school is very important in managing (student name)'s behaviour, identifying any barriers and developing solutions together.

(Nominated school person) will contact you to arrange a meeting. Any meetings can occur in person, online or by telephone. If you wish, you can bring a support person with you to attend this meeting. A support person can provide you and/or (student name) with practical or emotional support. Please let (nominated school person) know if you would like an interpreter to be present at the meeting and we will arrange it.

If this behaviour continues, further measures may need to be taken, such as suspension from school, in accordance with the NSW Department of Education's Student Behaviour Policy and Student Behaviour Procedures Kindergarten to Year 12.

These documents are available at the NSW Department of Education's website at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316>. Please contact the school office if you would like a printed copy.

You can access more information about student behaviour, including formal cautions at the Behaviour support toolkit parents and carers webpage <https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-parents>.

If you would like more information and you need an interpreter to help you to contact the school or the principal, please call the Telephone Interpreter Service on 131 450 and ask for an interpreter in your language. Tell the operator the school's phone number and the operator will ring the school and get an interpreter on the line to help with your conversation. You will not be charged for interpreting services.

Yours sincerely,

(Principals name)

Principal

(Date)

Formal Caution to Suspend Response (please return via email or to school office)

Please tick:

- I have noted the formal caution to suspend and discussed it with _____.
- I will meet with the school to develop a plan to support _____.
- (optional) I will bring a support person to attend the meeting with me.

Parent/Carer Name:

Parent/Carer Signature:

Date:

Parent/Carer's preferred contact method and details:

Please return this slip to Miss Harriette Churchill or via email bigga-p.school@det.nsw.edu.au

Department of Education

(Parent / Carer name)

(Address / Email address)

(Caseworker name) [if student is in out of home care please forward a copy to caseworker] (Address / Email address)

Dear (Parent/Carer Name)

This letter is to inform you that today I have made the decision to suspend (student name) in accordance with the NSW Department of Education Student Behaviour Policy and Student Behaviour Procedures Kindergarten to Year 12 on the ground/s that their behaviour (causes actual harm to any person AND/OR poses an unacceptable risk to health and safety, learning and/or wellbeing of any person). As discussed, (student name) has had difficulty managing their behaviour at school.

This has involved the following behaviour/s of concern:

[Insert factual details of behaviour/s of concern and specific reasons for the suspension here].

I have placed (student name) on suspension for (number of days) days from (start date) to (end date).

Suspension allows time for the school to work in collaboration with you to plan appropriate support for (student name) and to assist with a successful and safe return to school.

I would like to invite you to a return to school planning meeting with the school team, where we can work together to review (student name)'s individual student support plan. Your engagement with the school is very important in managing (student name)'s behaviour, developing solutions together and resolving the suspension. This meeting's aim is to identify any potential barriers and to plan supports together for when (student name) returns to school.

(Nominated school person) will contact you to arrange a time for the meeting. The meeting can be face to face, by telephone or online, based on the format that will give the best chance of a positive and productive discussion. If you wish, you may bring a support person with you to this meeting. A support person can provide you and/or (student name) with practical or emotional support. Please let (nominated school person) know if you would like an interpreter to be present at the meeting and we will arrange it.

We would like to work with you to plan appropriate behaviour supports and strategies in the early days of the suspension so we can put them in place quickly. This may enable (student name) to return to school before the expected end date.

It is expected that (student name) will continue to learn while suspended. To support this continuation of learning, please visit the NSW Department of Education Learning From Home packages which can be found at <https://education.nsw.gov.au/inside-the-department/leading-educational-continuity/guided-learning-packages>

Department of Education

Information about accessing support services and a tip sheet to support wellbeing while on suspension is available at the Behaviour support toolkit parents and carers webpage <https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-parents>.

(Nominated school person) will contact you or (student name) during the suspension to check on the learning and wellbeing of your child.

Nominated school contact person:	Type in appropriate AP
Contact details:	0248352236

As school principal, I have the responsibility to:

- work together with you to develop a plan to support appropriate behaviour
- make sure that a return to school planning meeting is held at the earliest possible time
- arrange an interpreter for you if necessary
- provide you with access to:
 - a learning from home program (<https://education.nsw.gov.au/inside-the-department/leading-educational-continuity/guided-learning-packages>)
 - the Student Behaviour Policy and the Student Behaviour Procedures Kindergarten to Year 12 which are available on the Department of Education’s website at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316>. Please contact the school office if you would like a printed copy.
 - wellbeing tip sheet
 - parent and carer information, including information about behaviour, suspension and appeal rights and processes is available at <https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-parents>
 - an appeal template, which is attached to this letter.

As a parent or carer, it is your responsibility to:

- communicate with the school as soon as possible to confirm a time for the return to school planning meeting
- engage with the school to manage (student name)’s behaviour and plan appropriate behaviour support solutions together
- let the school know if you require an interpreter
- arrange a support person to accompany you to the meeting if you wish
- provide adequate supervision, care and safety for (student name) while they are suspended
- ensure that (student name) does not enter onto school grounds without my permission, except to attend the return to school planning meeting.

If you consider that correct procedures have not been followed in this case or that an unfair decision has been made, you may lodge an appeal in accordance with the appeal procedures. If you need help lodging an appeal, you may contact the local Department of Education office on 4633 2700 to discuss the appeal process.

If you need an interpreter to assist you to contact the school or the local Department of Education office, please call the Telephone Interpreter Service on 131 450 and ask for an interpreter in your language. Tell the operator the phone number you want to ring, and the operator will get an interpreter on the line to help you with your conversation. You will not be charged for interpreting services.

I look forward to working with you in the behaviour support planning process.

Yours sincerely,

Harriette Edwards
Principal

Suspension

– Parent Fact Sheet



What is suspension?

A suspension is when the school asks a student not to attend school for a period of time. Students in Kindergarten to Year 2 may be suspended for up to 5 school days and students in Year 3 – 12 may be suspended for up to 10 school days.

Principals may suspend a student when the student's behaviour of concern has harmed or put a person in danger. Principals may suspend when they have already tried to manage the students' behaviours of concern in other ways. Principals must consider the behaviour and the needs of the student when deciding to suspend.

Before a suspension occurs, the principal should provide a **formal caution** for a behaviour of concern. If the behaviour is serious or a safety issue, your child may be placed on a suspension without a formal caution.

What happens if my child is suspended?

Within 24 hours of deciding to suspend a student, the principal must tell the student and parents or carers. You and your child must be given a chance to meet with the school and talk about the suspension and work together on strategies and supports that can be put in place to help your child.

During the suspension your child will not be allowed at school. The school will provide your child with support to keep learning during the suspension and will check in with you and your child. [The Wellbeing tip sheet](#) can help you support your child's wellbeing during suspension.

Extension of a suspension

The principal can ask the Director, Educational Leadership if the suspension can be extended if there is not enough time to plan supports or there is an ongoing safety risk that is not yet managed. You will be notified before the end of the suspension if an extension is approved.

Can I appeal a suspension?

Yes, if you believe that the principal and Director, Educational Leadership made a wrong decision, didn't follow the rules or made a decision that wasn't fair. [Refer to Appeals resource](#).

More information on [advocating for your child](#) is available, as well as our [School Community Charter](#) that outlines ways to communicate with schools.

What is a return to school planning meeting?

Your child will come back to school on or before the date the suspension ends. The school will contact you by phone to arrange a meeting to support your child's return to school after a suspension.

Before coming back to school, you and your child will have a return to school planning meeting (in person, on the phone or online) with school staff who work closely with your child to talk about how you can work together to support your child when they return to school.

For behaviours of concern which require additional strategies and supports, the school will need to create a plan. Your child may already have one in place. If they do, then their existing plan will be adjusted to help support your child. This plan will be shared with you and with other staff in the school who support your child.

What if the behaviour happens again?

If the behaviour of concern happens again, the principal and school learning support team must identify other ways to support your child's learning. This may include asking experts from within the department to help provide support.

More information

Information on [what to do if your child is suspended](#) is also available.

PREVENTION

Student Behaviour – Parent Fact Sheet



Behaviour

We want to ensure a safe and happy school for your child. Supporting student behaviour is critical for promoting, engaging and lifting student performance and wellbeing. Schools aim to provide inclusive learning environments that are collaborative, supportive and cohesive. The [School Community Charter](#) outlines what this looks like for parents, carers, educators and school staff.

The Student Behaviour Strategy

Our [Student Behaviour Strategy](#) helps build an inclusive education system where every student is known, valued and cared for, and all students can learn to their fullest ability. We know that students who feel supported and safe are more likely to be more connected to school and active participants in their learning.

Positive and respectful learning environments promote wellbeing, engagement and improved academic achievement. The Strategy supports a preventative, positive, student-centred, school-family-community approach in which consistency is key. The needs of all students will be met by a [Care Continuum](#).

The [Behaviour Code for Students](#) outlines the behaviour expected in all NSW public schools. Your child's school will also develop behavioural expectations that will be expected in their school. The staff at your child's school will teach and acknowledge the expected behaviour.

Behaviours of concern

Children and young adults can display difficult behaviour at times as normal part of growing up. Your child may have been affected by the behaviour of others or affect others by their behaviour. More information on [what to do if your child has told you about behaviour issues at school](#) is available on the website.

More information

If you would like to know more about [behaviour support](#) or have any concerns about your child's behaviour please contact the school.

Appeal a suspension or expulsion decision — Parent Information



Please attach a copy of the notification of suspension or expulsion from the school

Student name:	
School attended:	
Year or grade:	

Person making appeal:	
Relationship to the student:	
Student:	
Address:	
Phone numbers:	
Email address:	

This appeal is on the grounds that (please tick relevant box – multiple can be ticked)

A) Correct procedures have been not followed

B) Unfair decision made

Major reasons for appealing (summary only)

(You may attach supporting documents to this form. It is important that all matters that you want to be considered in the appeal are mentioned).

Signature of person making appeal:

Date:

Checklist:

Have you attached a copy of the suspension or expulsion letter? Have you attached any additional information?

Please send this appeal letter to you local Education office. The location of this is in the letter of suspension or expulsion that you received.



Return to School Planning Meeting

Student: _____ Meeting Date: _____

Reason for Suspension: _____

Date of Suspension: _____ No. of Previous Suspensions: _____

Present at meeting: (Insert names and titles)

Action	Who	Follow up date
Student Reflection		
Parent/Carer Reflection		
Student Behaviour Code		
Individual Behaviour Support Plan		
Risk Assessment		
Other?		

Student Signature: _____

Parent/Carer Signature: _____

Observer Signature (if relevant): _____

Principal (or delegate) signature: _____

Flowchart for Attendance at Bigga Public School

The following outlines the requirements of staff at Bigga Public School in their response to extended absences of a student. These strategies aim to restore school attendance prior to the need of involving external agencies.

